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ABSTRACT

One common error plagues the staff development planning process. This error is the general failure to provide a way to transfer new information and skill to the classroom. Activities that target the application of skills learned in staff development or inservice activities are commonly referred to as "followup" activities. This study explores the topic of followup activities for staff development and devises a model to facilitate decision-making in the followup planning process. Investigation into and refinement of the working definitions of staff development, followup activities, and effectiveness precede an explanation of the staff development contextual variables: (1) purpose; (2) content; (3) culture; and (4) participants. A list of followup activities is compiled, defined, and arranged on three criteria: (1) from cognitively simple to complex; (2) from resource-light to resource-intensive; and (3) from those requiring little personal or professional risk to those requiring substantial personal or professional risk. A draft for review is appended, along with review letters and questionnaires. (26 references) (LAP)

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THE ROLE OF FOLLOW-UP IN EFFECTIVE STAFF DEVELOPMENT: A DECISION MAKING MODEL

by

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Table of Contents

Page

List of Figures v

Chapter

1. The Nature and Purpose of the Investigation 1

Introduction 1

Need for the Study 2

Purpose of the Study 2

Delimitations 3

Theoretical Framework 3

Basic Assumptions 3

Definitions 4

Statement of Procedures 5

2. Review of Related Literature 7

The Need for Follow-Up 7

Contextual Variables 9

Strategies for Follow-Up 16

The Need for Continua 19

3. Methodology and Presentation of Model 21

Contextual Variables of Staff Development 22

Strategies for Follow-Up in Staff Development 29

Continua of Strategies for Follow-Up 36

Contextual Variable Strategy Ranges 40

Page

Decision Making Model for Follow-Up 42

Simplification of the Model 44

Follow-Up Strategy Selection Form 48

4. Conclusions and Recommendations 50

Conclusions 50

How the Model Works for Decision Making 50

Four Scenarios 53

When to Use the Model 66

Recommendations for Further Study 66

References 68

Appendices 71

A. Review Draft 71

B. Review Letters and Questionaire 84

C. List of Staff Developers Who Reviewed the Model 88

D. Sample Action Plan 90

E. Sample Follow-Up Plan 92

Figures

Figure		Page
1.	Continuum of Follow-Up Strategies from Cognitively Simple to Cognitively Complex	39
2.	Continuum of Follow-Up Strategies from Low Personal/Professional Risk to High Personal/Professional Risk	39
3.	Continuum of Follow-Up Strategies from Resource Light to Resource Intensive	39
4.	Contextual Variable Strategy Ranges	41
5.	Decision Making Model for Staff Development Follow-Up	43
6.	Simplified Continuum of Follow-Up Strategies from Cognitively Simple to Cognitively Complex	45
7.	Simplified Continuum of Follow-Up Strategies from Low Personal/Professional Risk to High Personal/Professional Risk	45
8.	Simplified Continuum of Follow-Up Strategies from Resource Light to Resource Intensive	45
9.	Simplified Decision Making Model for Staff Development Follow-Up	47

CHAPTER ONE

The Nature and Purpose of the Investigation

Introduction

Few educators have managed to avoid attending several in-service or staff development activities that have fallen into one or more traps that reduced or eliminated the activity's effectiveness. Even if we get past the traps of poor presentation, organization and timing, complaints are often heard about the content's lack of relevance to the participant's specific job role and previous experiences. Further, the lack of a clear purpose and overall comprehensive plan can leave participants wondering where this new information fits into the big picture. The list could be extended. Even in a perfect world, where all of the above concerns were adequately addressed (and any others the reader cares to generate), there remains a common error that plagues the staff development planning process. This error is the general failure to provide a vehicle for the transfer of the new information or skill to the classroom. Such activi-

ties are commonly referred to as "follow-up" activities. In this study, the writer has explored the topic of follow-up activities for staff development and devised a model to facilitate decision making in the follow-up planning process.

Need for Study

Once staff developers have assented to the notion that follow-up activities are an essential component of effective staff development, they are confronted with the problem of selecting and planning appropriate follow-up activities. This is not a simple process. The key to success lies in a thorough understanding of the four basic pieces of the staff development puzzle. These are the contextual variables of **purpose, content, culture,** and **participants** of the program. Understanding these variables is essential for the creation of an effective experience that not only fits the big picture but helps to create it. The model presented here provides a set of questions for planners of staff development activities. The answers to these questions will guide the planning process to success. Without the model to guide planning, the follow-up activities have the potential to rob the experience of its effectiveness.

Purpose of the Study

This study serves several purposes, the overall goal of which is to provide staff developers with a model for decision making with regard to follow-up activities. First, this writer has made an investigation into and refinement of the working definitions of staff development, follow-

up activities, and effectiveness. Second, the contextual variables of the staff development picture: **purpose, content, culture,** and **participants** have been explicated. Third, a list of follow-up activities has been compiled and clearly defined. Fourth, the list of follow-up activities has been arranged on three continua: from cognitively simple to cognitively complex, from resource-light to resource-intensive, and from those requiring little personal or professional risk to those requiring substantial personal or professional risk. These continua have become the item banks from which various follow-up activities are selected based on an understanding of the contextual variables.

Delimitations

It is important for the reader to know that the writer has limited the focus of this study to those staff development activities with content related to the process of classroom instruction. Increasingly, authors are moving in the direction of a broader understanding of staff development which may be better understood as organizational development. This writer does not disagree with this movement, but the scope of this study is limited.

Theoretical Framework

Basic assumptions. It is assumed that any staff development program that is to be rendered more effective as a result of the appropriate use of follow-up strategies, has also been planned to reflect what research and best practice have taught with regard to the organization, presentation, relevance, and timing of such programs.

The process of effective staff development is developmental and on-going. The eventual goal of any staff development program should lead to the enculturalization of the notion that schools are communities of learners and the staff development process is woven into the basic fabric of school life. Consequently, any discussion of follow-up activities which leads the reader to assume that the process starts at one point in time and stops at another is flawed. However, in order to understand the concept of follow-up as a tool for transfer, it is necessary to abstract it from the overall process. Realistically, staff development is frequently conducted as if it is an event rather than a process. This discussion has helped move the common understanding of staff development as a series of isolated events with little transfer, closer to that notion of a process within an on-going community of learners.

Definitions. The following working definitions are the basis for understanding how these terms are used throughout the study. "**Staff development** is (defined as) the on-going and job related program within the school district that is designed to maintain and refine the required competencies of the employees." This definition is provided by Stachowski, (1989), former Director of Staff Development for the Los Angeles County Schools. **Follow-up strategies** are defined as any planned activity which facilitates the transfer of new skills and/or information from a training experience to regular classroom instructional practices. **Effectiveness**, with regard to staff

development, is defined as the measurable quantity of change in appropriate teacher behavior and decision-making that is the intended outcome of a training activity.

Statement of Procedures

The following procedures were used throughout the study. First, there was a clear identification of the need for a decision making model relative to staff development follow-up activities. This has been done by illustrating the results of staff development activities which either did not include follow-up strategies or included strategies inappropriately matched to the staff development activity. Second, a literature search has been conducted to collect information on the topic. The reader needs to know the status of follow-up activities in staff development and the effectiveness of any previous efforts to organize what is known about follow-up into a decision making model. Third, the project has been planned through the formulation of clear objectives and the selection of procedures. Fourth, the model was constructed based on the information available through literature and best practice. The model consists of a diagram illustrating the relationships between the various pieces of the staff development picture and strategies for follow-up, a written passage which describes the use of the model and a list of questions essential to its use. Fifth, the model has been tested by the writer in staff development planning, and by the review of other practitioners and those responsible for staff development planning. Sixth, the model has been

revised based on feedback from the review. Finally, the revised model is being made available to those responsible for staff development planning, and on-going feedback is being sought on its effectiveness.

CHAPTER TWO

Review of Related Literature

There is a great deal written about the staff development process generally, but little regarding the component of follow-up specifically. In a substantial review of the literature, Sparks (1983b) found that there was little guidance available to those struggling to develop an effective design for a delivery system of teacher training that is supported by research. Since that time, a great deal of work has been done on the various coaching models (Showers, 1984; Costa & Garmston, 1987) and these models have been helpful in the process of facilitating transfer. Other than coaching, surprisingly little work has been done on the identification and refinement of strategies to facilitate the transfer of skills and information from training experiences to the classroom.

The Need for Follow-Up

There is a specific need for strategies to facilitate transfer. Implementation of any new skill or content area requires a great deal more than a "hit and run" approach to staff development. One-shot

training sessions, regardless of length or design, will rarely produce the intended results. Effective staff development must be designed to take place over an extended period of time to ensure progress in the acquisition of knowledge, skill, and confidence (Loucks-Horsley, 1987). Guskey (1986) claims that changes in teacher's attitudes and beliefs about the new skill area take place only after the teachers have had a chance to practice the new skill with the students and observe positive results. In this light, follow-up strategies become more important than the training experience itself. It is interesting that although many authors are in agreement that some form of follow-up is essential to program success (Joyce & Showers, 1982, 1983; Sparks, 1983a, 1986; Nevi, 1988; Fullan, 1990; Richardson, 1990) other than the various forms of coaching, little time and ink have been dedicated to the study of follow-up strategies.

Joyce & Showers (1982) developed a sequence for staff developers to consider as they plan staff development programs. They suggest beginning with a presentation of the new material, followed by a demonstration of the technique. Next, participants are provided an opportunity to practice the new skill and receive feedback on the practiced use of the skill. Finally, provide coaching for the participants' use of the skill as applied in the work setting.

Follow-up is designed to facilitate the integration of the new skill or information into the long term memory which will promote the notion of "Executive Control" as described by Joyce & Showers

(1983). Executive Control is best described as the ability of the teacher to 1) select the new strategy when appropriate, 2) modify the strategy to meet the needs of the students, 3) adapt the strategy to the curriculum, and 4) evaluate the effects of the strategy.

Contextual Variables

The deficit that is usually encountered when planning staff development follow-up is a poverty of the ability to select strategies which are most appropriate to serve the unique contextual variables of any given program of training. The contextual variables considered here are those of purpose, content, culture, and participants of the staff development program.

Purpose. While constructing a paradigm for staff development in the community college, Cooper (1981) identified a specified statement of purpose or rationale as one of the process functions necessary to carry out staff development programs. Hord (1984) identifies the purpose of staff development to be change and Schlechty (1983) identifies it as making things better as opposed to keeping things from getting worse.

Stachowski (1989) claims the purpose or scope of staff development programs can generally be divided into six basic categories or "Broad Corridors": inspiration, remediation, maintenance, enrichment, emerging needs, and employee induction. These categories are not necessarily discrete, as a staff development offering may address more than one of these purposes at any given

point in time.

Content. The content of a staff development program refers to the body of specific information and/or skills to be conveyed through the training. There are several factors to consider when focusing on this variable.

Generally the content of staff development programs is generated from two sources: the practical knowledge and values held by teachers and the empirical premises derived from research (Richardson, 1990).

It is strongly suggested that teachers be involved in the process of selecting staff development offerings (Richardson, 1990). However, it is not always possible to meaningfully involve teachers, especially if the program is being planned on a large scale. Further, teacher involvement in the planning may make certain offerings more attractive but rarely results in significant attitude change or strong commitment from the majority of teachers (Guskey, 1986).

Even though teachers need to be involved in the decision making processes regarding the content of staff development, it is often difficult to initiate this process. This is due to the fact that teachers are used to top-down, technical decisions in such matters (Richardson, 1990).

Administrators might choose one program over another based on the evidence of faculty surveys, student test scores, or formal internal evaluations. More frequently, however, decisions are based on

personal preferences or impressions resulting from the presentation style of the staff developer rather than the characteristics of the program itself (Guskey, 1990).

New content or changes that are piloted in classrooms are often abandoned if teacher preceptions are that the innovation violates the teacher's beliefs about teaching and learning; does not engage the students, prevents an appropriate level of classroom control, or hinders the teacher's efforts to meet system-level demands such as high test scores. The rationale for adoption of a strategy is seldom related to the evidence of research (Richardson, 1990).

Teachers generally view suggested changes much more broadly and contextually than can be accounted for by any given theoretical orientation.

> Activities in a classroom appeared as a crazy quilt to the observers, full of actions that did not appear coherent according to any one scholarly theoretical orientation... The issues of interest (for teachers) were perceptions of particular students and types of students, school-level issues such as what the teacher who teaches these kids next year would think of the activity, and school-district-level testing issues. (Richardson, 1990, p. 15)

Mohlman, Coladarci, and Gage (1982) found that programs that were implemented tended to be those that were perceived by teachers as specific, philosophically acceptable and/or worth the

effort. Practices that were rejected were viewed as vague, philosophically unacceptable, or too much work.

Programs which require techniques substantially different from current practice or major revisions in the way teachers presently work are unlikely to be well implemented (Guskey, 1986). Complex programs must be delivered incrementally, without extensive disruption or additional work (Sparks, 1983a).

Generally, it is impossible to consider learning new strategies without also attempting to reconcile how this new material can be integrated with existing strategies. No one strategy will solve all problems. Careful and systematic integration of strategies, over a period of time, is necessary for substantial gains in learning outcomes. Research suggests that, when a combination of strategies that address different parts of the instructional process is employed, the outcomes can be additive (Guskey, 1990). "Throughout all stages of improvement initiatives, we must clearly describe the relationships between existing and new strategies in practical terms" (Guskey, 1990, p. 8).

Culture. The culture of a staff development program refers to professional climate in which the activity is to take place. A number of authors suggest that the school organization itself can account, to a large degree, for teachers' willingness (or lack of it) to engage in a staff development program. Culture is considered to be the activities, attainments, and values of a group of people (Nevi, 1988). Deal and

Kennedy (1982) describe culture from an organizational development context when they say it is "the way we do things around here" (p.4). Further, they go on to say that culture is made up of patterns of thought, behavior, and artifacts that symbolize and give meaning to the work environment. The elements of culture from which meaning is derived are: shared values and beliefs, heros and heroines, ritual and ceremony, stories, and an informal network of cultural players (Deal and Kennedy, 1982).

While reporting on Hargreaves' forthcoming work, Fullan (1990) states that school cultures can generally be categorized into four types: fragmented individualism, which is recognized as the traditional form of teacher isolation; balkanization, in which cliques and subgroups operate as separate entities that are often in conflict; contrived collegiality, which ignores the real school culture and supports a proliferation of undesired contacts among teachers that are generally unproductive; and collaborative, which is deep, personal, and enduring, and is most supportive of school improvement. Fullan (1990) points out that collegially oriented staff development offerings frequently fail because they do not effectively address the issue of school culture. The two most common errors are to create "contrived collegiality" for the purposes of the training alone, or to vastly underestimate the amount of effort necessary to change a school culture.

Saphier and King (1985) identify "The Cultural Norms That

Affect School Improvement." This list of twelve norms includes: collegiality; experimentation; high expectations; trust and confidence; tangible support; reaching out to the knowledge bases; appreciation and recognition; caring, celebration, and humor; involvement in decision making; protection of what's important; traditions; and honest, open communication. These norms are formulated to identify features of a school culture which can be supported where they exist and nurtured where they do not.

Staff development is considered most successful in schools where staff enjoy an atmosphere that nurtures collegiality and experimentation. "Simply put, in schools where staff development had the greatest influence on teaching, teachers shared their ideas about instruction and tried out new techniques in their classrooms." (Sparks, 1983a, p. 66).

It was found that the major cultural factor affecting success of programs was the presence or absence of administrative support; support from both principals and superintendents. Further, Sparks (1983a, 1985) reports that instructional gains were most significant in schools where the principals were supportive of teachers and communicated school policies in a clear and consistent manner.

Richardson (1990) suggests that the notions of perceived barriers to staff development (i.e., parents, district mandates, lack of control) are supported and nurtured at the corporate staff level and not necessarily at the personal level by teachers. In other words, it

appears that teachers, as a building staff, have a general feeling of powerlessness indicative of a laissez-faire approach to teaching that is not expressed individually.

Participants. The participants in a staff development program refers to those members of the instructional staff who are the intended recipients of the planned training. The literature suggests several dynamics to consider when planning staff development follow-up with regard to participants.

In a research synthesis, Sparks (1983a) summarized several studies. Strong verbal ability in teachers was found to positively correlate with the use of recommended practices. Also, teachers who were assessed to be flexible thinkers and more self-actualized on Maslow's hierarchy of needs were found more likely to experience transfer of training than those who were not. Oja (1980) suggests that staff development will have limited impact on instructional practices unless its aim is to explicitly address the personal and cognitive developmental levels of participants. Further, teacher experience levels dramatically impact on the way they perceive and process visual classroom information (Richardson, 1990).

Teachers who experienced success, in terms of student outcomes, tend to express positive attitudes toward teaching and greater sense of personal responsibility for their student learning (Guskey, 1986). Teachers who show improvement as a result of training tend to develop new confidence in their skills and a sense of

increased self-efficacy (Sparks, 1983b).

Richardson (1990) reported that there is a tendency for teachers to filter research-based information through their own personality and/or belief system. This practice often alters or distorts the practice quite drastically.

It is important to keep in touch with the participants' focused stage of development, as their needs for follow-up will change as the program progresses. Hord and others (1987) identified seven stages of concern that can be divided into three categories: self, task, and impact concerns. This is commonly referred to as the Concerns Based Adoption Model, or CBAM. "A common mistake of staff developers is to design activities related to *their* concerns, rather than the concerns of teachers, and their concerns are often quite different" (Loucks-Horsley, 1987 p. 15).

Strategies for Follow-Up

Follow-up strategies are defined as any planned activities which facilitate the transfer of new skills and/or information from a training experience to regular classroom instructional practice. There are a number of practices in staff development that emerge from the literature and best practice regarding follow-up.

Moorman (1989) listed several strategies for follow-up which can be summarized as: providing additional resources in the form of articles, books and tapes on the topic, asking staff to provide written responses to processing questions, organizing discussion groups and

sharing sessions around the topic, and offering a refresher presentation for staff.

Sparks (1983a) reports that teachers were directed at the end of each session of a training series to write down the new idea they would try before the next session. These plans, and their success or failure, then became the first activity at the next session.

Chance and Krajewski (1988) reviewed two studies on the use of videotaping on preservice and inservice teachers and found it to be an effective staff development technique. Richardson (1990) reported success when individual teachers were videotaped during reading instruction. This tape was later reviewed and discussed with the teacher and two coprincipal investigators. "The teachers were provided with additional follow-up in the form of articles, classroom modeling, observations, or substitutes such that they could observe in other classrooms" (Richardson, 1990 p. 14). Finally, Chance and Krajewski (1988) conclude that, "The use of videotaping for staff development for preservice and inservice teachers, though rigorously researched lacks development and implementation" (p. 11).

Sparks (1983a) identifies one of the simplest forms of practice is for the teacher to try out new techniques in the classroom and take the time to reflect on their success level. In their review of literature regarding teacher's reflective thinking, Sparks-Langer & Colton (1991) conclude staff developers, "...can foster growth in cognitive reflection through micro-teaching with post-teaching reflection

journals, teaching with self-analysis of video/audiotapes, action research observation and analysis of selected teaching episodes, coaching, and assessment and discussion of student learning" (p. 43).

Success was reported by Sparks (1986) when teachers were asked to meet in small groups of six or seven with a leader for discussion and problem-solving. Discussions centered around techniques that had been tried, successes and concerns. The group leader provided research information to undergird the discussion and kept the group focused on finding solutions to their problems. Guskey (1986) found that providing teachers with the opportunity to meet and discuss ideas related to training was a valuable technique for support. Richardson (1990) found that if teachers were not given an opportunity to process the premises of an innovation relative to their own premises, the innovation could be accepted or rejected for non -instructional reasons, such as personality needs or content coverage.

Joyce & Showers (1983) recommended that a school be organized into a "coaching environment" in which all staff members see themselves as one another's coaches who could facilitate transfer. The process of peer coaching functions to provide companionship and technical feedback, the analysis of application, and adaptation to the students. The study revealed that peer coaches could be trained relatively quickly to provide follow-up training for other teachers, that peer coaching increased the rate of training transfer, and that students of coached teachers out performed students of uncoached

teachers on a concept attainment measure (Joyce and Showers, 1983).

Guskey (1986) points out that as different strategies are implemented, teachers will be at different levels of mastery at different times. This is viewed as an advantage since experts in one strategy can serve as models and coaches for those just beginning a strategy. Sparks (1983a) found workshop costs reduced when teachers became trainers of others teachers. This practice did not compromise the gains made with regular trainers.

Costa & Garmston (1987) have worked extensively with cognitive coaching. It is defined as, "The coach's application of a set of strategies designed to enhance the teacher's perceptions, decisions, and intellectual functions. These inner thought processes are prerequisite to improving overt instructional behaviors which will, in turn, produce greater student learning" (Costa & Garmston, 1987, p. S-3). Unlike the various coaching models which focus on specific instructional behaviors alone, cognitive coaching employs the use of specific coaching skills that help the teacher get in touch with the thinking that produced the instructional behaviors.

The Need for Continua

Having explored the variety of strategies used to facilitate the transfer of training to regular instructional practice, it is necessary to organize this experience into a format or structure which can become useful for decision making. This need arises out of the following two principles learned through study and experience. First, adult learners

need choices. Oja (1980) and Joyce & Showers (1983) recommend that staff development designs include enough flexibility to accommodate individual preferences, varying degrees of need for control and differing developmental levels.

Second, decision making requires some priority setting. All strategies will not be equally effective or effective in all situations. After reflecting on the contextual variables of staff development, it becomes clear that some framework must be established for decision making which accounts for these variables. Constructing continua of strategies which respect the factors of complexity, risk and cost will provide such a framework.

The model developed in the next chapter is designed to serve as a guide in the process of selecting appropriate follow-up activities for staff development programs.

CHAPTER THREE

Methodology and Presentation of the Model

In order to construct the model for decision making with regard to follow-up for effective staff development, it is essential to come to a clear formulation of the three major components within the model. First, a concise description of the four contextual variables (purpose, content, culture, and participants) should be developed. Second, a clear delineation of the sixteen strategies for follow-up is needed. Third, three continua which arrange the strategies from cognitively simply to complex, resource-light to intensive, and personal/ professional risk low to high, must be constructed.

A draft of the model (Appendix A), was prepared for review. The review was conducted by two methods. First, it was mailed to fifty staff development planners and practitioners with a questionnaire asking for feedback (Appendix B). Second, it was discussed at the February 6, 1991 meeting of the Middle Cities Professional Development Task Force whose members had received copies in advance. Responses were received from seventeen individuals either by mail, phone, or in person (Appendix C for list of respondents).

Each of these responses was considered carefully for incorporation into the model. The model is significantly richer, less complicated, and more useable as a result of the review.

Contextual Variables of Staff Development

When planning follow-up for staff development, it is essential to select strategies which are designed to most specifically address the contextual variables of purpose, content, culture, and participants of a given program of training.

Purpose. The purpose of staff development programs, with content related to the process of classroom instruction, can generally be divided into seven basic categories:

1. Inspiration - Staff development programs which are designed to inspire staff are those which are frequently labeled "motivational." The purpose is to uplift the professional and personal spirits of the instructional staff. These programs may not have a direct impact on the instructional process except, perhaps, to increase teacher energy level and love for the profession. Examples of offerings for this purpose might include programs on "Staff Motivation" or "Humor in the Classroom."

2. Awareness - Awareness programs are designed as an introduction to new material that is being considered for adoption. As a staff considers or initiates the adoption of new information or strategies, they will need to be provided with information at the awareness level of cognition. For example, as a school explores the

possibility of incorporating cooperative learning as an instructional technique, a brief overview of the essential elements would be in order. This kind of experience is frequently limited to the essential first step of providing a definitional understanding of the content.

3. Emerging Needs - Staff development programs aimed at the purpose of addressing emerging needs are those which focus staff attention and skill development on current issues and instructional processes. For example, increasingly employers are expecting schools to deliver instruction through a collaborative process generally known as cooperative learning which supports the development of teamwork skills. Teachers are also being challenged to get a stronger grasp of the impact of thinking and learning styles on the instructional process; and to facilitate increased success levels for students from diverse backgrounds. This category of purpose includes comprehensive skill building, integration with existing practices and curriculum, and reinforcement.

4. Maintenance - Maintenance programs are aimed at keeping the skills already acquired fresh and vital. Those staff members who are doing well benefit from intermittent reinforcement and support. Many follow-up strategies, aside from facilitating transfer, also serve the purpose of reinforcing and maintaining present teaching skills. For example, peer coaching and refresher presentations can serve the maintenance purpose well.

5. Enrichment - Enrichment may inform educators about new

or interesting developments in programs that the staff is already implementing. For example, if the content of the staff development program is cooperative learning, and staff have become competent in the use of the basic principles of the content, an enrichment program may be developed which looks at more complex strategies or specific applications of cooperative learning in social studies or thematic units.

6. Remediation - Remediation programs are intended to address deficiencies in job performance that are not acceptable or desirable. Frequently these programs are designed for individuals or small groups of instructional staff whose performance is judged substandard by an evaluator. The objectives and activities of the program are very specifically prescribed to address the identified deficiencies. Activities could include additional workshops, supervised practice, and scheduled formative evaluation.

7. Employee Induction - These programs are designed to provide new or recently transferred employees with a clear understanding of their job responsibilities from an instructional point of view, and the information necessary to feel at home in the new setting. These purposes are frequently met through a mentoring or "buddy" arrangement in which the new or transferred staff member is paired with seasoned staff who can facilitate the induction. In addition, planned group activities for new teaching staff can facilitate induction.

It is important to realize that these categories of purpose are not

necessarily discrete categories, since a given staff development program may serve more than one purpose at a time. For example, a program that reviews the essential elements of cooperative learning may serve a maintenance purpose for some staff and an awareness purpose for others. Further, a program offered in the Essential Elements of Effective Instruction may be designed to meet an emerging need in the district at one time, but at another time is viewed as a maintenance or even remediation program. Having a clear answer to the question, "What is the purpose of this staff development activity?" is an important part of selecting appropriate follow-up strategies. If the purpose is awareness or inspiration only, no follow-up may be necessary. However if the purpose is emerging needs, maintenance, enrichment, remediation, or employee induction, follow-up may be essential for program success. Other purposes of staff development, which are outside the scope of this study, might include organizational change, team building and collaboration, curriculum development, employee well-being, and evaluation.

Content. The second contextual variable to be considered is content. In order to effectively select follow-up activities, planners must be thoroughly knowledgeable in the content and purposes of the staff development offering.

1. Simple/Complex - This variable is better understood when staff developers can answer the following questions: Is the content cognitively simple or complex; does it require a comprehensive

addition or change to the current program or does it require only a minor adjustment/ refinement of a practice firmly in place?

2. Teacher Supported/Selected - Further, staff developers need to know: Are teachers supportive of the decision to implement this content because they were involved in the selection and/or the content is perceived as useful to meet the needs of philosophy, specificity, student engagement, classroom control, required effort, and system-level demands? Is the content based on research and shown to have demonstrated impact on student achievement?

3. Emotional/Historical Inhibitors - Finally, success is more probable when practitioners know if the content is one which evokes strong emotional responses because of local history or values. The answers to these questions will provide useful information to be used when planning follow-up activities.

Culture. The third contextual variable that requires attention is culture. The use of the word "culture" to describe this contextual variable generated a lot of discussion by the reviewers. Some felt it was jargon or distracted the reader from the intent of the label. It was suggested that the words climate, environment, or context would be better. After careful consideration, the word culture was retained as it seems to convey the meaning intended by the writer and is broadly used in the literature.

The professional culture in which a staff development program takes place can have a dramatic impact on its success or failure.

Whether working with an individual school building or a district it is important to have a clear picture of the situational factors and broadly shared professional values.

1. Support Change/Risk - Knowing whether or not the norms of the professional culture support change and risk-taking is important. Is it more important to avoid failure or pursue success? The status of collective bargaining relationships will impact these norms.

2. Collaborative or Individualistic - Determining the level of team spirit among participants is helpful. Is the professional culture generally collaborative or individualistic? If the school staff members view themselves as a team with a common organizational mission, they are likely to be open to collaborative ventures. If teachers see themselves as individual employees, hired to close the door of assigned rooms, and teach only designated students, they are less likely to be cooperative.

3. Administrative Support and Clear Policies/Expectations - Understanding the organizational climate is often essential. Is there overt principal/administrative support for the program of staff development? This support is most frequently realized in the dedication of time and other resources to the venture. This dedication of time includes not committing the organization or individuals within it to implementing more than one major change or new program at a time. Further, are there clear policies and expectations that accompany the activity? Participants need to know

up front what will be expected and where this activity fits in the priorities of the organization.

Participants. With increasing evidence that individual staff profiles impact on the staff member's ability to profit from training, it becomes quite clear that there is a need to consider participant characteristics when planning staff development follow-up.

1. Novice or Expert - It will be important to know if the staff involved are generally novice or expert. This refers not only to the participant's length of service but whether or not they have recently been assigned to a new grade level or content area. Actually, the terms "novice" and "expert" describe either end of a continuum that would also include terms like, "advanced beginner," "competent" and "proficient staff members." Generally, the more "expert" the staff, the greater the ability to participate in more complex activities.

2. Confident/Flexible or Tentative/Rigid - If staff members generally believe that there are several "right" ways to get something done and some way will be found to get it done, there is evidence of confidence and flexibility. If there is a need to maintain adherence to traditional roles and practices, tentativeness and rigidity is evidenced.

Thus, once a clear statement of purpose has been identified, and the content of the program is understood, it will become clearer if there is a need to plan the more complex strategies or if simpler ones are appropriate. Knowledge and understanding of the cultural norms and the characteristics of program participants will also focus

attention on strategies that are likely to be successful.

Strategies for Follow-Up in Staff Development

There are several strategies for follow-up identified from literature and best practice. Although each of the strategies listed could be used alone, staff developers should consider using the strategies in combination. Many lend themselves well to this coupling which has the potential to increase the degree of transfer.

1. No Follow-Up - The first strategy is based on the conscious decision to plan no follow-up activities after careful reflection upon the contextual variables of the staff development program. This may be so when the purpose of the staff development program is awareness only. Further, if the content of the program is limited to a minor addition or expansion of practices already firmly in place, follow-up may not be necessary. In such situations, ensuring that staff have achieved the program goals could be accomplished through well planned workshop activities alone. Finally, if the staff development program has been generated/mandated from a source which was insensitive to the contextual variables, staff developers may make a decision to deliver the required program without follow-up just as teachers decide not to assign homework or additional study of topics introduced but not considered essential to the curriculum. This would be done, knowing there will be little or no transfer.

2. The Provision of Additional Resources - This strategy involves the location and distribution of books, articles, tapes, newsletters, and

other sources which are congruent to the training objectives and/or extend the training experience with additional information, examples, or strategies. The Additional Resources strategy can be combined with other strategies like #5 Paper Trails or #9 Group Processing.

3. Refresher Presentation - Another strategy is to plan a Refresher Presentation four to six weeks following the initial training experience. This will serve to provide a review for the trainees of the essential components of the new skill and/or provide an opportunity to practice.

4. Tutoring - Having individuals and small groups of staff who have not yet mastered the new skill, attend tutoring sessions with the trainer or in-building staff who have mastered the new content is another strategy.

5. Paper Trails - Providing staff with a written assignment following a training session which is intended to review and/or extend the learning can facilitate transfer. This can be as simple as designing a "Graffiti Sheet" on which staff demonstrate knowledge of the content by filling in the blanks, and can increase in complexity to meet the training objectives. For example: "The four critical attributes of Cooperative Learning are: _____, _____, _____, & _____." "Explain the four critical attributes of Cooperative Learning in your own words." "Read the above lesson plan and identify how the critical attributes of cooperative learning are provided." "In the above lesson, three of the four critical attributes of cooperative learning are present.

Identify the missing attribute and redesign the lesson to include it." Other methods include assigning written "Action Plans" for implementation (Appendix D for example), completing "Perception of Use Questionnaires," designing sample lessons, journaling, or having staff write answers to questions about an identified resource as a follow up to strategy #2 Additional Resources.

6. Ask The Students - This strategy involves inviting the students to reflect on and evaluate an innovation to provide valuable insight for staff on the depth and effectiveness of program implementation. This invitation can be directly conveyed with a question like: "What are your likes and dislikes about the way we have begun to work in groups?"

7. Video Tapes - The use of video tapes to record a teaching segment for later review is another strategy. Video Tapes are remarkably flexible and can be a powerful tool for transfer. Once the trainee has gotten over the initial anxiety about being videotaped, the tape can be used in a variety of ways. The trainee can review the tape privately, with a peer, a support group, a trainer or fellow staff member who has mastered the content, the principal, or all of the above. The conversation which accompanies each of these reviews can range from simple identification of elements of the new content present, to complex coaching on the use of the content. The complexity of the conversation should be determined by the training objectives and the skill of those involved. Video Tapes can support

and complement follow-up strategies #8 through #16.

8. Teacher Reflection/Inquiry/Action Research - This group of strategies encourages trainees to reflect on their personal use of the new teaching strategy in the hope that they will experience a higher rate and degree of transfer. A way to glean important information is for the trainee to look for observable and measurable differences in the students' rate and degree of learning that are a result of the new skill. The necessary cognitive hoops that a trainee must jump through to complete this strategy successfully can facilitate transfer. When the regular practice of Teacher Reflection/Inquiry/Action Research is enhanced with some kind of #5 Paper Trails strategy, such as journaling, the gains are greater yet. Further, this strategy could be used in preparation for strategy #9 Group Processing.

9. Group Processing - This strategy involves having trainees discuss the new learning, some time after the training has taken place, to facilitate its transfer to their individual job setting. This could be done at regular staff meetings by having staff respond to questions or activities like: "Tell the others at your table two techniques you've begun to use to ensure individual accountability for your students when working in cooperative groups." "What are the implementation concerns, or problems you have encountered? Discuss these at your table and begin to generate solutions from your experience." The conclusions and insights from each table are quickly shared with the entire staff.

Group Processing is also used to extend and enrich training through participation in discussion groups. Staff members who take a deeper interest in the skill or content area can agree to meet for "Reunion," "Brown Bag Lunch," "Support," or "User's Group" sessions to discuss the application of the training. This is often most successful when the training involves a detailed body of content that is not quickly integrated. For example, as many early elementary staff members began training in the use of manipulatives to teach math concepts they found it helpful to meet monthly to discuss their implementation of the program and to share their successes and challenges. Such meetings are often planned around a loose agenda, with different members accepting responsibility for each meeting by developing a short presentation on his/her experience with an identified program component to begin the discussion. Also, this strategy could be used as a follow-up to staff members having agreed to review some resource as mentioned in #2 Additional Resources or to #8 Teacher Reflection/Inquiry/Action Research. These meetings provide staff with a great deal of motivation and support to continue the implementation of a complex program.

10. Observation And Conference - This strategy supports the notion that at some point in the training sequence it is appropriate for the trainee to plan and deliver a lesson using the new skill or information while being observed by someone who will later provide feedback during a conference. The observation is preceded by a pre-

conference in which the teacher reviews the lesson for the observer. The type of feedback the observer provides will vary depending on the training objectives, the observer's skill level, and the degree to which the trainee has begun to implement the new content. For example, early in implementation the observer may limit his/her feedback to "Reinforcement Statements" for parts of the lesson where the trainee demonstrated appropriate use of the content. Later on, a more directive conference where the feedback is delivered in an "Instructional Conference" format may be more appropriate. Inherent in the discussion of conferencing is the notion that the process takes place between non-peers or staff members of unequal authority levels.

11. Demonstration With Processing - Having the trainer model a demonstration lesson of the new material in the trainee's classroom is another useful strategy. Following the lesson, the trainee and trainer meet to discuss the lesson.

12. Conferencing Within The Demonstration - This strategy is similar to #11 Demonstration With Processing. The strategy differs in that the processing of the lesson takes place not only after it, but at different points within the lesson as well. This can be done "live" or at a later time with the use of video tape. The advantage is that the trainee has the opportunity to watch the lesson unfold, ask questions about the options the trainer has chosen or rejected along the way, as well as hear and/or participate in the thought processes of the trainer. This use of the "Think Aloud" technique by the trainer models not only

the use of the new content but the thought processes necessary for its successful implementation.

13. Team Teaching With The Trainer - In this strategy, the trainer and trainee plan a lesson collaboratively and deliver it as a team. Following the lesson, the trainer and trainee meet to discuss what went well in the lesson and what could be improved the next time the lesson is taught.

14. Peer Coaching - What is common to the various coaching models is the fact that the process takes place between peers; that is, staff members of equal authority levels but not necessarily those with the same job description. In these strategies, peers observe and discuss each other's use of a designated skill or content area. Coaching, like conferencing, can vary in complexity. The coaching relationship could begin with simple "mirroring;" a discussion of examples from the lesson which illustrate the new skill or information and the rationale for using that skill. Later, the conversation could develop to the point where peers are comfortable discussing places in the lesson where the skill was needed and begin to generate options to meet the need.

15. Trainee Becomes Trainer - This strategy illustrates the common practice of training a few staff members in the new content in advance of the rest. At a later time, these early trainees can serve as trainers for the balance of the staff. As a school staff begins implementation of a new skill or content area, having a trainee

become a trainer facilitates the early trainee's integration of the content. Many educators have had the experience of having gained "Executive Control" of a piece of content when they had to teach it to someone else.

16. Cognitive Coaching - This technique involves the use of a specific set of strategies designed to enhance the teacher's intellectual functions, self-efficacy, flexibility, awareness, and precision in professional language. The improvement and expansion of these inner thought processes are prerequisite to improved instructional behaviors. Unlike the various coaching models which focus on specific instructional behaviors alone, cognitive coaching employs the use of specific coaching skills that help the teacher get in touch with the thinking that produced the instructional behaviors. Appropriate use of cognitive coaching skills requires more training than other reported strategies. However, the skills of cognitive coaching can be applied in both peer and non-peer relationships.

Continua of Strategies for Follow-Up

Adult learners, whenever possible, should be offered a choice of strategies for follow-up which will accommodate personal style and individual comfort levels. There is rarely one "right" or "ideal" way to plan follow-up. In an ongoing program, staff developers should consider beginning with simpler strategies and moving towards the use of strategies in combination and those strategies which are more complex and collaborative when they can be supported by the

contextual variables (Appendix E for sample plan). The more involved and collaborative the strategies become, the higher the potential for transfer.

To assist this planning and decision making process, the list of follow-up strategies has been arranged on three continua: from cognitively simple to cognitively complex, from resource-light to resource-intensive, and from those requiring little personal or professional risk to those requiring substantial personal or professional risk. These continua become the item banks from which various follow-up activities are selected based on an understanding of the contextual variables. The purpose is to provide a model or framework through which staff developers can make informed decisions when planning follow-up activities.

Cognitively simple to cognitively complex (Figure 1). The continuum is arranged based on the level of cognitive complexity required for each ascending strategy. These judgements are based on the literature and the experiences of best practice. The reader should note that some strategies tend "bleed" up or down the continuum depending on their specific application. The best example of this is the use of video tapes which could be used as an individual strategy at low levels of complexity up through cognitive coaching.

Low personal/professional risk to high personal/professional risk (Figure 2). The continuum is arranged based on the perceived level of personal or professional risk required for each ascending

strategy. These judgements are, again, based on the literature and the experiences of best practice. These strategies could also bleed up or down the continuum depending on the personal preferences and comfort levels of the participants.

Resource light to resource intensive (Figure 3). The continuum is arranged based on the projected cost level of each ascending strategy. These judgements are also based on the experiences of best practice. These strategies could bleed up or down as well depending on the history of previous experiences with follow-up strategies and the availability of trainers within the building or district.

COGNITIVELY COMPLEX

- 16 Cognitive Coaching
- 15 Trainee Becomes Trainer
- 14 Peer Coaching
- 13 Team Teaching With the Trainer
- 12 Conferencing Within the Demonstration
- 11 Demonstration With Processing
- 10 Observation With Conference
- 9 Group Processing
- 8 Teacher Reflection/Inquiry/ Action Research
- 7 Video Tapes
- 6 Ask the Students
- 5 Paper Trails
- 4 Tutoring
- 3 Refresher Presentation
- 2 Additional Resources
- 1 No Follow-Up

COGNITIVELY SIMPLE

Figure 1. Continuum of follow-up strategies from cognitively simple to cognitively complex.

HIGH RISK

- 16 Cognitive Coaching
- 15 Trainee Becomes Trainer
- 14 Peer Coaching
- 13 Team Teaching With the Trainer
- 10 Observation With Conference
- 12 Conferencing Within the Demonstration
- 11 Demonstration With Processing
- 9 Group Processing
- 7 Video Tapes
- 8 Teacher Reflection/ Inquiry/ Action Research
- 6 Ask the Students
- 5 Paper Trails
- 4 Tutoring
- 3 Refresher Presentation
- 2 Additional Resources
- 1 No Follow-Up

LOW RISK

Figure 2. Continuum of follow-up strategies from personal/professional risk low to high.

RESOURCE - INTENSIVE

- 16 Cognitive Coaching
- 13 Team Teaching With the Trainer
- 12 Conferencing Within the Demonstration
- 11 Demonstration With Processing
- 10 Observation With Conference
- 15 Trainee Becomes Trainer
- 4 Tutoring
- 3 Refresher Presentation
- 14 Peer Coaching
- 2 Additional Resources
- 7 Video Tapes (with existing equipment)
- 9 Group Processing
- 8 Teacher Reflection/Inquiry/ Action Research
- 5 Paper Trails
- 6 Ask the Students
- 1 No Follow-Up

RESOURCE - LIGHT

Figure 3. Continuum of follow-up strategies from resource light to resource intensive.

Fouchey 1991

Contextual Variable Strategy Ranges

Figure 4 blends the information rendered from the exploration of contextual variables with that developed in the continua of strategies. As each factor from the contextual variables is considered, a range of appropriate strategies is identified for possible use. These ranges are derived from research and the experience of best practice. Such ranges should provide for the adult learner's need for choice, and the system's need for flexibility. Further, the ranges should help staff developers select strategies which lead to effective transfer and are supported by the contextual variables.

CONTEXTUAL VARIABLE	STRATEGY RANGES
PURPOSE	
Inspiration	1-2
Awareness	1-3
Emerging Needs	2-16
Maintenance	2-16
Enrichment	2-16
Remediation	4-16
Employee Induction	2-14
CONTENT	
Simple/Small Change	1-5
Complex/Large Change	2-16
Teacher Supported/Selected	1-16
Not Teacher Supported/Selected	1-5
Emotional/Historical Inhibitors	1-5
CULTURE	
Support Change/Risk	1-16
Not Support Change/Risk	1-5
Collaborative	1-16
Individualistic	1-8,10
High Adm Support/Expectations	1-16
Low Adm Support/Expectations	1-5
PARTICIPANTS	
Novice	1-14
Expert	1-16
Flexible/Confident	1-16
Rigid/Tentative	1-5,10-12

Figure 4. Contextual Variable Strategy Ranges

Fouchey 1991

Decision Making Model for Staff Development Follow-Up

Combining the information from Figures 1 through 4 generates the diagram of the entire model, Figure 5. After assessing the various contextual variables and identifying strategy ranges for follow-up activities on the right side of the figure, staff developers can view the selected ranges on the three continua and assess their level of cognitive complexity, personal/professional risk, and resource use. Using this process, follow-up strategies can be selected which have the most appropriate fit to the given program of staff development.

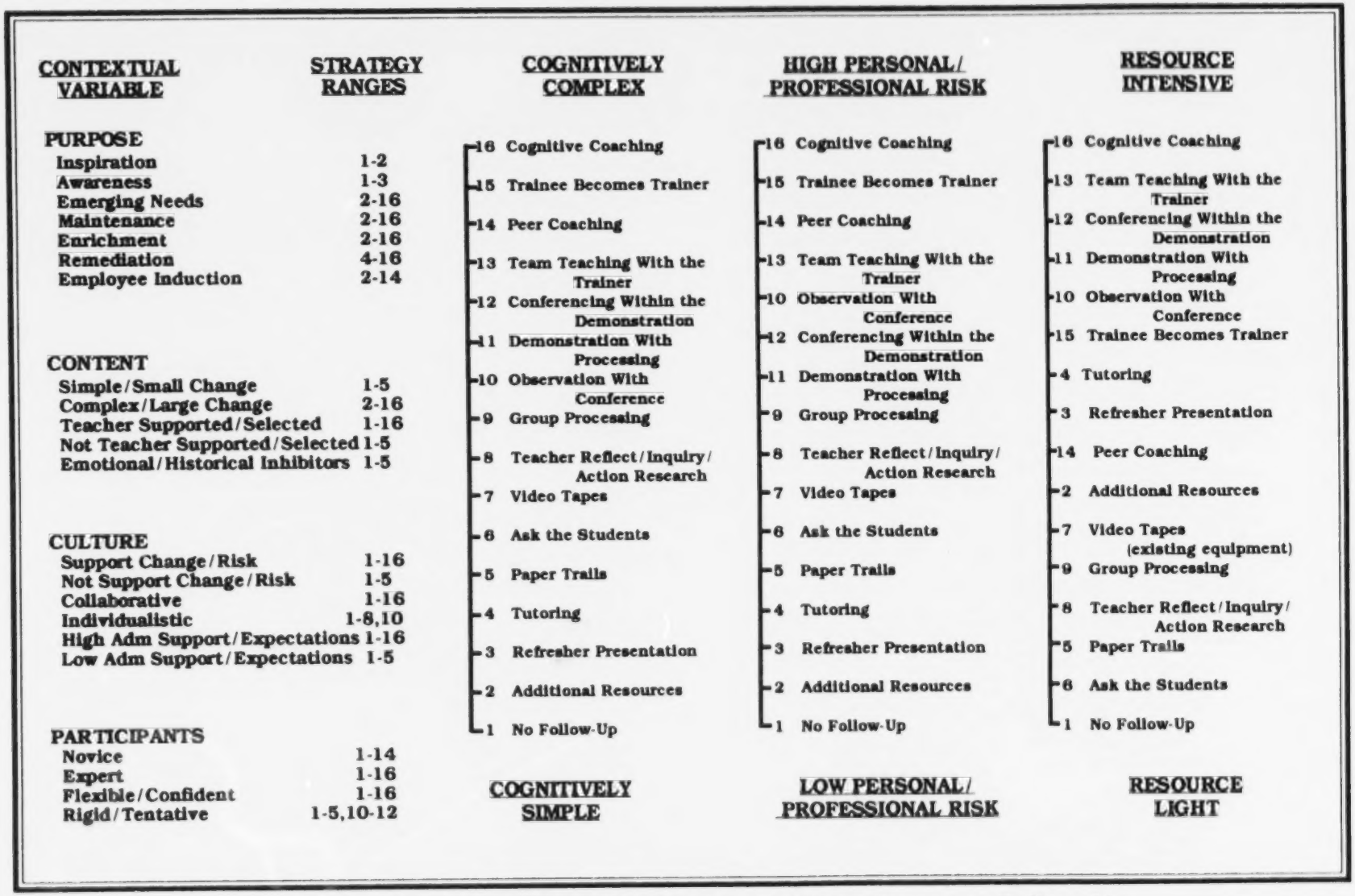

Figure 5. Decision Making Model for Staff Development Follow-Up

Fouchey 1991

Simplification of the Model

Having done all that, it has become clear to this writer from both continued examination of the experiences of best practice and the comments of reviewers that this model has two primary weaknesses. First, because of the tendency of strategies to "bleed" up and down the continuum there is a certain illusion of preciseness in the diagram that is not present. Second, based on sheer numbers, the use of a model with three continua of sixteen items each to make decisions is just too complicated to be practical. The solution seems to be a simplification of the continua by dividing the strategies into categories of low, moderate and high. This more accurately represents the degree of specificity possible with the model, and simplifies it significantly. Figures 6, 7, and 8 illustrate this change.

COGNITIVE COMPLEXITY

High
- 16 Cognitive Coaching
- 15 Trainee Becomes Trainer
- 14 Peer Coaching
- 13 Team Teaching With the Trainer
- 12 Conferencing Within the Demonstration
- 11 Demonstration With Processing

Moderate
- 10 Observation With Conference
- 9 Group Processing
- 8 Teacher Reflection/Inquiry/ Action Research
- 7 Video Tapes
- 6 Ask the Students

Low
- 5 Paper Trails
- 4 Tutoring
- 3 Refresher Presentation
- 2 Additional Resources
- 1 No Follow-Up

Figure 6. Simplified continuum of follow-up strategies regarding cognitive complexity.

PERSONAL/PROFESSIONAL RISK

High
- 16 Cognitive Coaching
- 15 Trainee Becomes Trainer
- 14 Peer Coaching
- 13 Team Teaching With the Trainer
- 10 Observation With Conference

Moderate
- 12 Conferencing Within the Demonstration
- 11 Demonstration With Processing
- 9 Group Processing
- 7 Video Tapes
- 8 Teacher Reflection/ Inquiry/ Action Research
- 6 Ask the Students
- 5 Paper Trails

Low
- 4 Tutoring
- 3 Refresher Presentation
- 2 Additional Resources
- 1 No Follow-Up

Figure 7. Simplified continuum of strategies regarding personal/professional risk.

RESOURCE USE

High
- 16 Cognitive Coaching
- 13 Team Teaching With the Trainer
- 12 Conferencing Within the Demonstration
- 11 Demonstration With Processing
- 10 Observation With Conference

Moderate
- 15 Trainee Becomes Trainer
- 4 Tutoring
- 3 Refresher Presentation
- 14 Peer Coaching

Low
- 2 Additional Resources
- 7 Video Tapes (with existing equipment)
- 9 Group Processing
- 8 Teacher Reflection/Inquiry/ Action Research
- 5 Paper Trails
- 6 Ask the Students
- 1 No Follow-Up

Figure 8. Simplified continuum of follow-up strategies regarding resource use.

Finally, combining the information from the exploration of the contextual variables with the simplified continua of strategies renders the following working Figure 9. Simplified Decision Making Model for Staff Development Follow-up. Figure 9 and the "Follow-Up Strategy Selection Form," become the basic tools in the use of the model. The next chapter demonstrates the use of the model for planning effective staff development follow-up.

CONTEXTUAL VARIABLE	STRATEGY RANGES
PURPOSE	
Inspiration	1-2
Awareness	1-3
Emerging Needs	2-16
Maintenance	2-16
Enrichment	2-16
Remediation	4-16
Employee Induction	2-14
CONTENT	
Simple/Small Change	1-5
Complex/Large Change	2-16
Teacher Supported/Selected	1-16
Not Teacher Supported/Selected	1-5
Emotional/Historical Inhibitors	1-5
CULTURE	
Support Change/Risk	1-16
Not Support Change/Risk	1-5
Collaborative	1-16
Individualistic	1-8,10
High Adm Support/Expectations	1-16
Low Adm Support/Expectations	1-5
PARTICIPANTS	
Novice	1-14
Expert	1-16
Flexible/Confident	1-16
Rigid/Tentative	1-5,10-12

	FOLLOW-UP STRATEGIES	COGNITIVE COMPLEXITY	PER/PRO RISK	RESOURCE USE
16	Cognitive Coaching	High	High	High
15	Trainee Becomes Trainer	High	High	Moderate
14	Peer Coaching	High	High	Moderate
13	Team Teaching With the Trainer	High	High	High
12	Conferencing Within the Demonstration	High	Moderate	High
11	Demonstration With Processing	High	Moderate	High
10	Observation With Conference	Moderate	High	High
9	Group Processing	Moderate	Moderate	Low
8	Teacher Reflect/Inquiry/ Action Research	Moderate	Moderate	Low
7	Video Tapes	Moderate	Moderate	Low
6	Ask the Students	Moderate	Moderate	Low
5	Paper Trails	Low	Low	Low
4	Tutoring	Low	Low	Moderate
3	Refresher Presentation	Low	Low	Moderate
2	Additional Resources	Low	Low	Low
1	No Follow-Up	Low	Low	Low

Figure 9. Simplified Decision Making Model for Staff Development Follow-Up

Fouchey 1991

Follow-Up Strategy Selection Form

School/District: _____

Staff Development Activity: _____

Referring to Figure 9, assess the following:

1. Purpose

The purpose(s) of this staff development activity is:

Category of Purpose	Strategy Ranges
Inspiration	1-2
Awareness	1-3
Emerging Needs	2-16
Maintenance	2-16
Enrichment	2-16
Remediation	4-16
Employee Induction	2-14

The strategies identified by all category(s) of purpose inclusively make up the **Total Purpose Range** _____.

2. Content

The content factors of this staff development activity are:

Content Factor	Interim Strategy Ranges
Simple/Small Change	1-5
Complex/Large Change	2-16
Teacher Supported/Selected	1-16
Not Teacher Supported/Selected	1-5
Emotional/Historical Inhibitors	1-5

The intersection of the interim strategy ranges identified by each content factor is the **Total Content Range** _____.

3. Culture

The culture factors of this staff development activity are:

Culture Factor	Interim Strategy Ranges
Support Change/Risk	1-16
Not Support Change/Risk	1-5
Collaborative	1-16
Individualistic	1-8, 10
High Adm Support/Expectations	1-16
Low Adm Support/Expectations	1-5

The intersection of the interim strategy ranges identified by each culture factor is the **Total Culture Range** _____.

4. Participants

The participant factors of this staff development activity are:

Participant Factor	Interim Strategy Ranges
Novice	1-14
Expert	1-16
Flexible/Confident	1-16
Rigid/Tentative	1-5, 10-12

The intersection of the interim strategy ranges identified by each participant factor is the **Total Participant Range** _____.

5. Overall Strategy Range

This range is determined by identifying the intersection of the **Total Purpose, Content, Culture and Participant Ranges** identified above.

Overall Strategy Range _____.

6. Strategy Selection

Referring to the right side of **Figure 9** select and plan those strategies which best suit the staff development activity considering the factors of cognitive complexity, personal/professional risk, and resource use.

Selected Strategies _____.

7. Discussion

CHAPTER FOUR

Conclusions and Recommendations

Conclusions

There are three specific pieces of information that will benefit the reader by way of conclusion to this work. First, a detailed description of the process for using the model is needed. Second, application of the model's process to some specific, however fictitious, scenarios should be instructive. And finally, a discussion of when the model's use is appropriate can be helpful.

How the model works for decision making. The following steps should be employed in the application of the **Decision Making Model for Effective Staff Development**. The reader will find it helpful to refer to Figure 9 and the Follow-Up Strategy Selection Form while reading through the steps.

1. Identify purpose - The reader should begin by identifying the explicit purpose for which this staff development program is being conducted. If it is for a single purpose (inspiration, awareness, emerging needs, maintenance, enrichment, remediation, or employee

induction), then the left side of Figure 9 quickly guides to a specific range of strategies. If it is for more than one purpose, then all of the strategies identified by the various purposes are joined to become an inclusive **Total Purpose Range**. This range is recorded on the Follow-Up Strategy Selection Form.

2. Assess content - Next, the degree to which the proposed change is considered complicated and sizable needs to be assessed. If the change or addition is considered small, a simpler range of strategies is all that is needed. If the change is considered significant, more complex strategies will be essential. Referring to Figure 9, the reader should identify an interim strategy range.

Further assessment of the content requires staff developers to consider whether the proposed program is selected and/or supported by the participants for whom it is intended. Again, Figure 9 guides the selection of an interim strategy range.

Determination as to whether or not the content is limited by emotional or historical inhibitors is important. If so, then it is unlikely that staff can be induced to participate in the more complex strategies. If no such inhibitors exist, then staff developers are free to select strategies that are supported by the other variables. Having identified the interim ranges for content, the reader should identify the **Total Content Range**, which is the intersection of the interim ranges, and record it.

3. Assess culture - When planning follow-up it is necessary to

determine to what degree the professional culture supports risk and change. It is, perhaps, difficult to get a definitive range on this issue, but those familiar with the culture in which the activity is to take place can provide valid indicators. Knowing if the professional culture thinks it is more valuable to avoid failure or pursue success helps answer this question. With available information, staff developers should assign an interim range of strategies regarding support for risk and change using Figure 9.

Next the reader needs to consider if the professional culture is generally collaborative or individualistic. Assessing this will allow staff developers to assign an interim range of strategies for follow-up based on Figure 9 and available information.

Determination of whether or not the culture is possessed of administrative support for the staff development activity and clear expectations can, again, be difficult to assess. However, if staff developers probe for information, an interim range can be assigned on this issue. Having identified the interim ranges for culture, the staff developers should determine to **Total Culture Range**, which is the intersection of the interim ranges, and record it.

4. Assess participants - Finally, the reader should determine if the participants are generally novice or expert and assign an interim range. Having done this, assessing the degree of flexibility and confidence present in the participant group and assigning an interim range are the next steps. If the participant group has a broad range of

experience and confidence levels, the broadest interim range that is inclusive should be selected. Having identified the interim ranges for participants, the reader should determine the **Total Participant Range**, which is an intersection of the interim ranges, and record it.

5. Determine the overall strategy range - The **Overall Strategy Range** is determined by identifying the intersection of the **Total Purpose, Content, Culture,** and **Participant Ranges** identified above. Once this is determined, it should be recorded on the Follow-Up Strategy Selection Form.

6. Select strategies - Having arrived at the **Overall Strategy Range**, the reader should refer to the right side of Figure 9 which lists all the strategies, and rates them either low, moderate or high with regard to cognitive complexity, personal/professional risk, and resource use. Having examined the strategies identified in the **Overall Strategy Range**, selecting and planning those strategies which best suit the staff development activity based on the adult learner's need for choice and the system's need for flexibility are the next steps.

Four scenarios. For the purposes of illustration, the writer here applies the model to four fictitious situations to illustrate its use.

1. Yourtown Elementary School - Yourtown Elementary School is a Kindergarten through fifth grade facility with 360 students and a seasoned instructional staff of eighteen. Having recognized the need for a movement towards a whole language approach to reading instruction, the staff and principal have responded by planning a

series of three workshops in this content. The principal and the planning committee have met with the district reading consultant to discuss their needs. The district reading consultant has scheduled the workshops and now must develop a plan for follow-up activities to ensure transfer. The following is the Follow-Up Strategy Selection Form used by the district reading consultant.

Follow-Up Strategy Selection Form

School / District: Yourtown Elementary School

Staff Development Activity: Whole Language Reading Instruction

Referring to Figure 9, assess the following:

1. Purpose

The purpose(s) of this staff development activity is:

Category of Purpose	Strategy Ranges
Inspiration	1-2
Awareness	1-3
Emerging Needs	2-16
Maintenance	2-16
Enrichment	2-16
Remediation	4-16
Employee Induction	2-14

The strategies identified by all category(s) of purpose inclusively make up the **Total Purpose Range** 1-16.

2. Content

The content factors of this staff development activity are:

Content Factor	Interim Strategy Ranges
Simple / Small Change	1-5
Complex / Large Change	2-16
Teacher Supported / Selected	1-16
Not Teacher Supported / Selected	1-5
Emotional / Historical Inhibitors	1-5

The intersection of the interim strategy ranges identified by each content factor is the **Total Content Range** 2-16.

3. Culture

The culture factors of this staff development activity are:

Culture Factor	Interim Strategy Ranges
Support Change / Risk	1-16
Not Support Change / Risk	1-5
Collaborative	1-16
Individualistic	1-8, 10
High Adm Support / Expectations	1-16
Low Adm Support / Expectations	1-5

The intersection of the interim strategy ranges identified by each culture factor is the **Total Culture Range** 1-8, 10.

4. Participants

The participant factors of this staff development activity are:

Participant Factor	Interim Strategy Ranges
Novice	1-14
Expert	1-16
Flexible / Confident	1-16
Rigid / Tentative	1-5, 10-12

The intersection of the interim strategy ranges identified by each participant factor is the **Total Participant Range** 1-16.

5. Overall Strategy Range

This range is determined by identifying the intersection of the **Total Purpose, Content, Culture and Participant Ranges** identified above.

Overall Strategy Range 1-8, 10.

6. Strategy Selection

Referring to the right side of **Figure 9**, select and plan those strategies which best suit the staff development activity considering the factors of cognitive complexity, personal / professional risk, and resource use.

Selected Strategies 2-8 for all and 10 for self-selected staff.

7. Discussion

Even though the staff development activity is planned to meet an awareness need for some staff, strategy #1, No Follow-Up, is not acceptable because there is the clear expectation that all staff will implement this approach eventually. Because of the high level of personal / professional risk involved in strategy #10, Observation With Conference, staff will have the freedom to self-select this strategy.

2. Ourtown Middle School - Ourtown Middle School is a sixth through eighth grade facility with 700 students and an instructional staff of forty with a broad range of experience levels. The new principal has a broad background in instructional practices and wants to upgrade the staff members' skills by providing staff development in the Essential Elements of Effective Instruction. Having contracted with the best consultant in the county, the principal scheduled the workshops and sat down with the consultant to plan the follow-up activities. The following is the Follow-up Strategy Selection Form used.

Follow-Up Strategy Selection Form

School/District: Ourtown Middle School

Staff Development Activity: Essential Elements of Effective Instruction

Referring to Figure 9, assess the following:

1. Purpose

The purpose(s) of this staff development activity is:

Category of Purpose	Strategy Ranges
Inspiration	1-2
Awareness	1-3
Emerging Needs	2-16
Maintenance	2-16
Enrichment	2-16
Remediation	4-16
Employee Induction	2-14

The strategies identified by all category(s) of purpose inclusively make up the **Total Purpose Range** 2-16.

2. Content

The content factors of this staff development activity are:

Content Factor	Interim Strategy Ranges
Simple/Small Change	1-5
Complex/Large Change	2-16
Teacher Supported/Selected	1-16
Not Teacher Supported/Selected	1-5
Emotional/Historical Inhibitors	1-5

The intersection of the interim strategy ranges identified by each content factor is the **Total Content Range** 1-5.

3. Culture

The culture factors of this staff development activity are:

Culture Factor	Interim Strategy Ranges
Support Change/Risk	1-16
Not Support Change/Risk	1-5
Collaborative	1-16
Individualistic	1-8, 10
High Adm Support/Expectations	1-16
Low Adm Support/Expectations	1-5

The intersection of the interim strategy ranges identified by each culture factor is the **Total Culture Range** 1-5.

4. Participants

The participant factors of this staff development activity are:

Participant Factor	Interim Strategy Ranges
Novice	1-14
Expert	1-16
Flexible / Confident	1-16
Rigid / Tentative	1-5, 10-12

The intersection of the interim strategy ranges identified by each participant factor is the **Total Participant Range** 1-5, 10-12.

5. Overall Strategy Range

This range is determined by identifying the intersection of the **Total Purpose, Content, Culture and Participant Ranges** identified above.

Overall Strategy Range 1-5.

6. Strategy Selection

Referring to the right side of **Figure 9**, select and plan those strategies which best suit the staff development activity considering the factors of cognitive complexity, personal / professional risk, and resource use.

Selected Strategies 2-5.

7. Discussion

Even though the staff development activity is planned to meet an awareness need for many staff, strategy #1, No Follow-Up, is not acceptable because there is the clear expectation that all staff will implement this approach eventually. Even though the selection process has clearly indicated strategies 1 through 5, the staff developer might consider introducing some of the more complex strategies on an individual basis to introduce them to the culture for potential future use.

3. Hometown High School - Hometown High School is a ninth through twelfth grade facility with 1500 students and an instructional staff of 120 with a broad range of experience levels. Responding to concerns expressed by members of the Hometown Chamber of Commerce, the staff has begun to look at ways that the instructional process can support the development of teamwork skills that employers of Hometown graduates have identified as needed. Having conducted some research into the matter, the School Improvement Team which represents the various departments, has contacted the District Staff Development Office to plan staff development activities in cooperative learning. Working with the high school staff, the Staff Development Office has contracted a team of presenters and scheduled a number of workshops for the various departments and the staff as a whole. Recognizing the importance of follow-up activities to facilitate transfer, the staff development consultant meets with the School Improvement Team to plan. The following is the Follow-Up Strategy Selection Form that was generated at the planning meeting.

Follow-Up Strategy Selection Form

School / District: Hometown High School

Staff Development Activity: Cooperative Learning

Referring to Figure 9, assess the following:

1. Purpose

The purpose(s) of this staff development activity is:

Category of Purpose	Strategy Ranges
Inspiration	1-2
Awareness	1-3
Emerging Needs	2-16
Maintenance	2-16
Enrichment	2-16
Remediation	4-16
Employee Induction	2-14

The strategies identified by all category(s) of purpose inclusively make up the **Total Purpose Range** 1-16.

2. Content

The content factors of this staff development activity are:

Content Factor	Interim Strategy Ranges
Simple / Small Change	1-5
Complex / Large Change	2-16
Teacher Supported / Selected	1-16
Not Teacher Supported / Selected	1-5
Emotional / Historical Inhibitors	1-5

The intersection of the interim strategy ranges identified by each content factor is the **Total Content Range** 2-16.

3. Culture

The culture factors of this staff development activity are:

Culture Factor	Interim Strategy Ranges
Support Change / Risk	1-16
Not Support Change / Risk	1-5
Collaborative	1-16
Individualistic	1-8, 10
High Adm Support / Expectations	1-16
Low Adm Support / Expectations	1-5

The intersection of the interim strategy ranges identified by each culture factor is the **Total Culture Range** 1-16.

4. Participants

The participant factors of this staff development activity are:

Participant Factor	Interim Strategy Ranges
Novice	1-14
Expert	1-16
Flexible / Confident	1-16
Rigid / Tentative	1-5, 10-12

The intersection of the interim strategy ranges identified by each participant factor is the **Total Participant Range** 1-16.

5. Overall Strategy Range

This range is determined by identifying the intersection of the **Total Purpose, Content, Culture and Participant Ranges** identified above.

Overall Strategy Range 2-16.

6. Strategy Selection

Referring to the right side of **Figure 9**, select and plan those strategies which best suit the staff development activity considering the factors of cognitive complexity, personal / professional risk, and resource use.

Selected Strategies 2-16.

7. Discussion

Conditions at Hometown High School are supportive of a wide range of strategies for staff development follow-up. It will be the challenge of the staff development consultants and the School Improvement Team members to encourage staff to engage in the more complex strategies to ensure the highest possible transfer.

4. Anytown School District - Anytown School District is a small rural Kindergarten through twelfth grade district of 2500 students with a surprisingly novice instructional staff of 180. The staff tends to be novice because the district has experienced substantial retirement in the last two years and a sharp increase in student enrollment since the electronics plant opened nearby a year ago. Responding to a new state law requiring AIDS prevention information be taught to students at several grade levels, the health teachers' need for new information, and the school board's concern that health care costs be kept in line, the superintendent has contacted the intermediate school district health consultant to provide information about the new law and general AIDS prevention education for all employees. Being a conservative community, many staff members feel that it is not the role of the school to teach this content. Two workshops have been planned by the superintendent and the county health consultant who then meet to discuss follow-up activities. The following is the Follow-Up Strategy Selection Form used at the meeting.

Follow-Up Strategy Selection Form

School/District: Anytown School District

Staff Development Activity: AIDS Prevention Education

Referring to Figure 9, assess the following:

1. Purpose

The purpose(s) of this staff development activity is:

Category of Purpose	Strategy Ranges
Inspiration	1-2
Awareness	1-3
Emerging Needs	2-16
Maintenance	2-16
Enrichment	2-16
Remediation	4-16
Employee Induction	2-14

The strategies identified by all category(s) of purpose inclusively make up the **Total Purpose Range** 1-16.

2. Content

The content factors of this staff development activity are:

Content Factor	Interim Strategy Ranges
Simple/Small Change	1-5
Complex/Large Change	2-16
Teacher Supported/Selected	1-16
Not Teacher Supported/Selected	1-5
Emotional/Historical Inhibitors	1-5

The intersection of the interim strategy ranges identified by each content factor is the **Total Content Range** 1-5.

3. Culture

The culture factors of this staff development activity are:

Culture Factor	Interim Strategy Ranges
Support Change/Risk	1-16
Not Support Change/Risk	1-5
Collaborative	1-16
Individualistic	1-8, 10
High Adm Support/Expectations	1-16
Low Adm Support/Expectations	1-5

The intersection of the interim strategy ranges identified by each culture factor is the **Total Culture Range** 1-5.

4. Participants

The participant factors of this staff development activity are:

Participant Factor	Interim Strategy Ranges
Novice	1-14
Expert	1-16
Flexible / Confident	1-16
Rigid / Tentative	1-5, 10-12

The intersection of the interim strategy ranges identified by each participant factor is the **Total Participant Range** 1-5.

5. Overall Strategy Range

This range is determined by identifying the intersection of the **Total Purpose, Content, Culture and Participant Ranges** identified above.

Overall Strategy Range 1-5.

6. Strategy Selection

Referring to the right side of **Figure 9**, select and plan those strategies which best suit the staff development activity considering the factors of cognitive complexity, personal / professional risk, and resource use.

Selected Strategies 1-5.

7. Discussion

Although conditions in Anytown School District will only support simple, low risk strategies for staff development follow-up, there is a good probability of sufficient transfer taking place to meet the training objectives.

When to use the model. Based on these examples and the information from research, it seems appropriate that the model should be used as a regular tool for staff development planning. The exception to this would be for those programs of staff development which focus on inspiration and awareness purposes only. In these situations, where no transfer is intended, a systematic plan for follow-up would be unnecessary.

Recommendations for Further Study

There are several areas related to this study that warrant further attention. First, it seems appropriate to test this model's use over a period of time and measure its effectiveness as a tool for decision making. The peer review conducted here had a significant impact on the model's development as it brought to bare a wealth of experience from staff developers. However, a causal-comparative study which compared the use of the model with random selection of staff development follow-up activities would shed some light on this issue.

Second, the focus of this study was limited to follow-up for those staff development activities with content related to the process of classroom instruction alone. Other areas of staff development that could benefit from an effective application of follow-up activities include organizational change, team building and collaboration, curriculum development, employee well-being, and evaluation. The writer strongly suspects that many of the same strategies will serve these purposes, but the application would be different and should be

investigated.

Third, this notion of culture as it relates to staff development needs to be better understood. Clear understanding of culture will help us know how it can be influenced and what strategies can be employed to encourage development towards a culture that values risk taking and collaboration. The student outcomes we are obtaining today are generally unacceptable. Yet if the professional culture of a school will not support anything but the most simple staff development follow-up strategies, how can we bring about the kind of meaningful organizational change necessary to improve student outcomes?

The effective schools movement and the school improvement process are efforts born out of the broadly held belief that the current patterns of school organization are failing to meet the educational needs of today's students. In the long run, serious organizational restructuring is necessary to bring about the needed changes. Staff development is the vehicle to facilitate these changes, follow-up is the key to that vehicle.

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Appendix A

Review Draft

THE ROLE OF FOLLOW-UP IN EFFECTIVE STAFF DEVELOPMENT: A DECISION MAKING MODEL

DRAFT FOR REVIEW

by

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The Nature and Purpose of the Investigation

Few educators have managed to avoid attending several in -service or staff development activities that have fallen into one or more traps that reduced or eliminated the activity's effectiveness. Even if we get past the traps of poor presentation, organization and timing, complaints are often heard about the content's lack of relevance to the participant's specific job role and previous experiences. Further, the lack of a clear purpose and overall comprehensive plan can leave participants wondering where this new information fits into the big picture. The list could be extended. Even in a perfect world, where all of the above concerns were adequately addressed (and any others the reader cares to generate), there remains a common error that plagues the staff development planning process. This error is the general failure to provide a vehicle for the transfer of the new information or skill to the classroom. Such activities are commonly refered to as "follow-up" activities. In this study, the writer has thoroughly explored the topic of follow-up activities for staff development and developed a model to facilitate decision making in the follow-up planning process. This model is based on research and the experience of best practice. Presented here is the model itself; the research foundation is available upon request.

Methodology and Presentation of the Model

In order to construct the model for decision making with regard to follow-up for effective staff development, it is essential to come to a clear formulation of the three major components within the model. First, a concise description of the four contextual variables (purpose, content, culture, and participants) should be developed. Second, a clear delineation of the sixteen strategies for follow-up is needed. Third, three continua which arrange the strategies from cognitively simple to complex, personal/ professional risk low to high, and resource-light to intensive, must be constructed.

Contextual Variables of Staff Development

When planning follow-up for staff development, it is essential to select strategies which are designed to most specifically address the contextual variables of purpose, content, culture, and participants of a given program of training.

Purpose. The purpose of staff development programs can generally be divided into seven basic categories:

1. **Inspiration** - Staff development programs which are designed to inspire staff are those which are frequently labeled "motivational." The purpose is to uplift the professional and personal spirits of the instructional staff. These programs may not have a direct impact on the instructional process except, perhaps, to increase teacher energy level and love for the profession. Examples of offerings for this purpose might include programs on "Staff Motivation" or "Humor in the Classroom."

2. **Awareness** - Awareness programs are designed as an introduction to new material that is being considered for adoption. As a staff considers or initiates the adoption of new information or strategies they will need to be provided with information at the awareness level. This kind of experience rarely provides more than a definitional understanding of the content, but it is the essential first step.

3. **Emerging Needs** - Staff development programs aimed at the purpose of addressing emerging needs are those which focus staff attention and skill development on current issues the instructional process is expected to incorporate. For example, increasingly employers are expecting schools to deliver instruction through a collaborative process generally known as cooperative learning which supports the development of teamwork skills. Further, teachers are being challenged to get a stronger grasp of the impact of thinking and learning styles on the instructional process in order to facilitate an increased success level for students from diverse backgrounds.

4. **Maintenance** - Maintenance programs are aimed at keeping the skills already acquired fresh and vital. Those staff members who are doing well need reinforcement and support to continue to do well. Many follow-up strategies, aside from facilitating transfer, serve the purpose of maintaining skills already present. For example, peer coaching and refresher presentations can serve the maintenance purpose well.

5. **Enrichment** - Enrichment may come in the form of new or interesting developments in programs that the staff is already implementing. For example, if the content of the staff development program is cooperative learning, and staff have developed the use of the basic principles of the content, an enrichment program may be developed which looks at the specific applications of cooperative learning in social studies or thematic units.

6. **Remediation** - Remediation programs are intended to address deficiencies in job performance that are not acceptable or desirable. Frequently these programs are designed for individuals or small groups of instructional staff whose performance is judged substandard by an evaluator. The objectives and activities of the

program are very specifically prescribed to address the identified deficiencies. Activities could include additional workshops, supervised practice, and scheduled formative evaluation.

7. Employee Induction - These programs are designed to provide new or recently transferred employees with a clear understanding of their job responsibilities from an instructional point of view and the information necessary to feel at home in the new setting. These purposes are frequently met through a mentoring or "buddy" arrangement in which the new or transferred staff member is paired with seasoned staff who can facilitate the induction.

It is important to realize that these categories of purpose are not necessarily discrete categories, since a given staff development program may serve more than one purpose at a time. For example, a program that reviews the essential elements of cooperative learning may serve a maintenance purpose for some staff and an awareness purpose for others. Further, a program offered in the Essential Elements of Effective Instruction may be designed to meet an emerging need in the district at one time, but at another time is viewed as a maintenance or even remediation program. Having a clear answer to the question, "What is the purpose of this staff development activity?" is an important part of selecting appropriate follow-up activities. If the purpose is awareness or inspiration only, no follow-up may be necessary. However if the purpose is remediation, follow-up is essential for program success.

Content. In order to effectively select follow-up activities, planners must clearly understand the content of the staff development offering. Is the content simple or complex cognitively; is it a comprehensive addition or change to the current program or a minor adjustment/refinement of a practice firmly in place? Are teachers supportive of the decision to implement this content because they were involved in the selection and/or the content is perceived as useful to meet the needs of philosophy, specificity, student engagement, classroom control, required effort, and system-level demands? Is the content one which evokes strong emotional responses because of local history or values?

Culture. The professional culture in which a staff development program takes place can have a dramatic impact on its success or failure. Whether working with an individual school building or a district; knowing whether the norms of the professional culture support change and risk- taking is important. The status of collective bargaining relationships will also impact on the decisions relative to follow-up planning. Is the culture generally collaborative or individualistic? Is there principal/administrative support for the program? Are there clear policies and expectations that accompany the activity?

Participants. With increasing evidence that individual teacher characteristics impact on the teachers' ability to profit from training, it becomes quite clear that there is a need to consider participant characteristics when planning staff development follow-up. It will be important to know if the staff involved is generally novice or veteran; flexible or rigid; confident or tentative; collaborative or individualistic.

Once a clear statement of purpose has been identified, and the content of the program is understood, it will become evident if there is a need to plan the more complex strategies or if simpler ones are appropriate. Understanding the cultural norms and the characteristics of program participants will also focus attention on strategies that are likely to be successful.

Strategies for Follow-Up in Staff Development

There are several strategies for follow-up identified from literature and best practice.

1. **No Follow-Up** - This strategy is based on the conscious decision to plan no follow-up activities after careful reflection upon the contextual variables of the staff development program. In this case, no follow-up strategies are deemed necessary or appropriate. This may be so when the purpose of the staff development program is awareness only. Further, if the content of the program is limited to a minor addition or expansion of practices already firmly in place, follow-up may not be necessary. In such situations, ensuring that staff have achieved the program goals could be accomplished through well planned workshop activities alone. Finally, if the staff development program has been generated/mandated from a source which was insensitive to the contextual variables, staff developers may make a decision to deliver the required program without follow-up just as teachers decide not to assign homework or additional study of topics introduced but not considered essential to the curriculum. This would be done, knowing there will be little or no transfer.

2. **Additional Resources** - This strategy involves the location and distribution of books, articles, tapes, newsletters, and other sources which are congruent to the training objectives and/or extend the training experience with additional information, examples, or strategies. The Additional Resources strategy can be combined with other strategies like #5 Paper Trails or #9 Group Processing.

3. **Refresher Presentation** - Another strategy is to plan a Refresher Presentation four to six weeks following the initial training experience. This will serve to provide a review for the trainees of the essential components of the new skill and/or provide an opportunity to practice.

4. Tutoring - This strategy involves having individuals and small groups of staff, who have not yet mastered the new skill, being scheduled for tutoring sessions with the trainer or in-building staff who have mastered the new content.

5. Paper Trails - This strategy involves providing staff with a written assignment following a training session which is intended to review and/or extend the learning. This can be as simple as designing a "Graffiti Sheet" on which staff demonstrate knowledge of the content by filling in the blanks, and can increase in complexity to meet the training objectives. For example: "The four critical attributes of Cooperative Learning are: _____, _____, _____, & _____." "Explain the four critical attributes of Cooperative Learning in your own words." "Read the above lesson plan and identify how the critical attributes of cooperative learning are provided." "In the above lesson, three of the four critical attributes of cooperative learning are present. Identify the missing attribute and redesign the lesson to include it." Other methods include assigning written "Action Plans" for implementation, designing sample lessons, journaling, or having staff write answers to questions about an identified resource as a follow-up to strategy #2 Additional Resources.

6. Ask the Students - This strategy involves inviting the students to reflect on and evaluate an innovation to provide valuable insight for staff on the depth and effectiveness of program implementation. This invitation can be directly conveyed with a question like: "What are your likes and dislikes about the way we have begun to work in groups?"

7. Video Tapes - This strategy includes the many uses of video tapes to record a teaching segment for later review. Video tapes can be a powerful tool of transfer with remarkable flexibility. Once the trainee has gotten over the initial anxiety about being videotaped, the tape can be used in a variety of ways. The trainee can review the tape privately, with a peer, a support group, a trainer or fellow staff member who has mastered the content, the principal, or all of the above. The conversation which accompanies each of these reviews can range from simple identification of elements of the new content present, to complex coaching on the use of the content. The complexity of the conversation should be determined by the training objectives and the skill of those involved. Video tapes can support and compliment follow-up strategies #8 through #16.

8. Teacher Reflection/Inquiry/Action Research - This group of strategies encourages trainees to reflect on their personal use of the new teaching strategy in the hope that they will experience a higher rate and degree of transfer. A way to glean important information is for the trainee to look for observable and measurable differences in the students' rate and degree of learning that are a result of the new

skill. The necessary cognitive hoops that a trainee must jump through to complete this strategy successfully can facilitate transfer. When the regular practice of Teacher Reflection/Inquiry/Action Research is enhanced with some kind of #5 Paper Trails strategy, such as journaling, the gains are greater yet. Further, this strategy could be used in preparation for strategy #9 Group Processing.

9. Group Processing - This strategy involves having trainees discuss the new learning, some time after the training has taken place, to facilitate its transfer to their individual job setting. This could be done at regular staff meetings by having staff respond to questions or activities like: "At your tables, list the information or skill presented at the training session that was most helpful and that which was least helpful." "Tell the others at your table two techniques you've begun to use to ensure individual accountability for your students when working in cooperative groups." The conclusions and insights from each table are quickly shared with the entire staff.

Group Processing is also used to extend and enrich training through participation in discussion groups. Staff members who take a deeper interest in the skill or content area can agree to meet for "Reunion," "Brown Bag Lunch," "Support," or "User's Group" sessions to discuss the application of the training. This is often most successful when the training involves a detailed body of content that is not quickly integrated. For example, as many early elementary staff began training in the use of manipulatives to teach math concepts they found it helpful to meet monthly to discuss their implementation of the program and to share their successes and challenges. Such meetings are often planned around a loose agenda, with different members accepting responsibility for each meeting by developing a short presentation on his/her experience with an identified program component to begin the discussion. Also, this strategy could be used as a follow-up to staff members having agreed to review some resource as mentioned in #2 Additional Resources or to #8 Teacher Reflection/Inquiry/Action Research. These meetings provide staff with a great deal of motivation and support to continue the implementation of a complex program.

10. Trainee Becomes Trainer - This strategy enunciates the frequent practice in some settings of training a few staff members in the new content in advance of the rest so that these early trainees can assist with the training of others. As a school staff begins implementation of a new skill or content area, having a trainee become a trainer facilitates the early trainee's integration of the content. Many educators have had the experience of having gained "Executive Control" of a piece of content when they had to teach it to someone else.

11. Demonstration With Processing - This strategy involves having the trainer model a demonstration lesson of the new material

in the trainee's classroom. Following the lesson, the trainee and trainer meet to discuss the lesson.

12. Conferencing Within the Demonstration - This strategy is similar to #11 Demonstration With Processing. The strategy differs in that the processing of the lesson takes place not only after it, but at different points within the lesson as well. The advantage is that the trainee has the opportunity to watch the lesson unfold, ask questions about the options the trainer has chosen or rejected along the way, as well as hear and/or participate in the thought processes of the trainer. This use of the "Think Aloud" technique by the trainer models not only the use of the new content but the thought processes necessary for its successful implementation.

13. Team Teaching With the Trainer - In this strategy, the trainer and trainee plan a lesson collaboratively and deliver it as a team. Following the lesson, the team of trainer and trainee meet to discuss what went well in the lesson and what could be improved the next time the lesson is taught.

14. Observation and Conference - This strategy supports the notion that at some point in the training sequence it is appropriate for the trainee to plan and deliver a lesson using the new skill or information while being observed by someone who will later provide feedback during a conference. The type of feedback the observer provides will vary depending on the training objectives, the observer's skill level, and the degree to which the trainee has begun to implement the new content. For example, early in implementation the observer may limit his/her feedback to "Reinforcement Statements" for parts of the lesson where the trainee demonstrated appropriate use of the content. Later on, a more directive conference where the feedback is delivered in an "Instructional Conference" format may be more appropriate. Inherent in the discussion of conferencing is the notion that the process takes place between non-peers: staff members of unequal authority levels.

15. Peer Coaching - This strategy is actually a set of strategies which comes under the general subject heading of "Peer Coaching." What is common to the various coaching models is the fact that the process takes place between peers; that is, staff members of equal authority levels but not necessarily those with the same job description. In these strategies, peers observe and discuss each other's use of a designated skill or content area. Coaching, like conferencing, can vary in complexity. The coaching relationship could begin with simple "mirroring," a discussion of examples from the lesson which illustrate the new skill or information and the rationale for using that skill. Later, the conversation could develop to the point where peers are comfortable discussing places in the lesson

where the skill was needed and begin to generate options to meet the need.

16. Cognitive Coaching - This technique involves the use of a specific set of strategies designed to enhance the teacher's perceptions, decisions, and intellectual functions. The improvement and expansion of these inner thought processes are prerequisite to improved instructional behaviors. Unlike the various coaching models which focus on specific instructional behaviors alone, cognitive coaching employs the use of specific coaching skills that help the teacher get in touch with the thinking that produced the instructional behaviors. Appropriate use of cognitive coaching skills requires more training than other reported strategies. However, the skills of cognitive coaching can be applied in both peer and non-peer relationships.

Continua of Strategies for Follow-Up

Adult learners, whenever possible, should be offered a choice of strategies for follow-up which will accommodate personal style and individual comfort levels. There is rarely one "right" or "ideal" way to plan follow-up. Although each of the strategies listed could be used alone, staff developers should consider using the strategies in combination. Many lend themselves well to this coupling which has the potential to increase the degree of transfer. In an ongoing program, staff developers should consider beginning with simpler strategies and moving towards those strategies which are more complex and collaborative when such strategies can be supported by the contextual variables. The more involved and collaborative the strategies become, the higher the potential for transfer.

To assist this planning and decision making process, the list of follow- up strategies has been arranged on three continua: from cognitively simple to cognitively complex, from those requiring little personal or professional risk to those requiring substantial personal or professional risk, and from resource-light to resource-intensive. These continua become the item banks from which various follow-up activities are selected based on an understanding of the contextual variables. When careful consideration is given the strategies relative to each contextual variable, it is clear that the identification of a range of strategies is appropriate. The purpose is to provide a model or framework through which staff developers can make informed decisions when planning follow-up activities.

Cognitively simple to cognitively complex (Figure I). The continuum is arranged based on the level of cognitive complexity required for each ascending strategy. These judgements are based on research and the experiences of best practice. The reader should note that some strategies tend to "bleed" up or down the continuum, depending on their specific application. The best example of this is

the use of video tapes which could be used as an individual strategy at low levels of complexity up through cognitive coaching.

Personal/professional risk low to high (Figure II). The continuum is arranged based on the perceived level of personal or professional risk required for each ascending strategy. These judgements are, again, based on research and the experiences of best practice. These strategies could also bleed up or down the continuum, depending on the personal preferences and comfort levels of the participants.

Resource-light to resource-intensive (Figure III). The continuum is arranged based on the projected cost level of each ascending strategy. These judgements are also based on research and the experiences of best practice. These strategies could bleed up or down as well, depending on the history of previous experiences with follow-up strategies and the availability of trainers within the building or district.

Contextual Variable Strategy Ranges (Figure IV). The final figure blends the information rendered from the exploration of contextual variables with that developed in the continua of strategies. As each factor from the contextual variables is considered, a range of appropriate strategies is identified. This range should provide for the adult learner's need for choice, and the system's need for flexibility.

COGNITIVELY COMPLEX

16 Cognitive Coaching
15 Peer Coaching
14 Observation With Conference
13 Team Teaching With the Trainer
12 Conferencing Within the Demonstration
11 Demonstration With Processing
10 Trainee Becomes Trainer
9 Group Processing
8 Teacher Reflection / Inquiry / Action Research
7 Video Tapes
6 Ask the Students
5 Paper Trails
4 Tutoring
3 Refresher Presentation
2 Additional Resources
1 No Follow-Up

COGNITIVELY SIMPLE

Figure 1. Continuum of follow-up strategies from cognitively simple to cognitively complex.

HIGH RISK

16 Cognitive Coaching
15 Peer Coaching
14 Observation With Conference
10 Trainee Becomes Trainer
13 Team Teaching With the Trainer
12 Conferencing Within the Demonstration
11 Demonstration With Processing
9 Group Processing
7 Video Tapes
8 Teacher Reflection / Inquiry / Action Research
6 Ask the Students
5 Paper Trails
4 Tutoring
3 Refresher Presentation
2 Additional Resources
1 No Follow-Up

LOW RISK

Figure 2. Continuum of follow-up strategies from personal / professional risk low to high.

RESOURCE - INTENSIVE

16 Cognitive Coaching
13 Team Teaching With the Trainer
15 Peer Coaching
14 Observation With Conference
12 Conferencing Within the Demonstration
11 Demonstration With Processing
10 Trainee Becomes Trainer
4 Tutoring
3 Refresher Presentation
2 Additional Resources
7 Video Tapes (with existing equipment)
9 Group Processing
8 Teacher Reflection / Inquiry / Action Research
5 Paper Trails
6 Ask the Students
1 No Follow-Up

RESOURCE - LIGHT

Figure 3. Continuum of follow-up strategies from resource light to resource intensive.

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CONTEXTUAL VARIABLE	STRATEGY RANGES
PURPOSE	
Inspiration	1-2
Awareness	1-3
Emerging Needs	2-16
Maintenance	2-16
Enrichment	2-16
Remediation	4-16
Employee Induction	1-16
CONTENT	
Simple	1-5
Complex	2-16
Big Change	2-16
Small Change	1-5
Teacher Supported/Selected	1-16
Not Teacher Supported/Selected	1-5
Emotional/Historical Inhibitors	1-5
CULTURE	
Support Change/Risk	1-16
Collaborative	1-16
Individualistic	1-9
Administrative Support	1-16
Low Administrative Support	1-5
Clear Policies/Expectations	1-16
Vague Policies/Expectations	1-5
PARTICIPANTS	
Novice	1-9,11-14
Veteran	1-16
Flexible	1-16
Rigid	1-5,11-14
Confident	1-16
Tentative	1-5,11,12,14
Collaborative	1-16
Individualistic	1-9,11,12,14

COGNITIVELY COMPLEX	HIGH PERSONAL/ PROFESSIONAL RISK	RESOURCE INTENSIVE
16 Cognitive Coaching	16 Cognitive Coaching	16 Cognitive Coaching
15 Peer Coaching	15 Peer Coaching	13 Team Teaching With the Trainer
14 Observation With Conference	14 Observation With Conference	15 Peer Coaching
13 Team Teaching With the Trainer	10 Trainee Becomes Trainer	14 Observation With Conference
12 Conferencing Within the Demonstration	13 Team Teaching With the Trainer	12 Conferencing Within the Demonstration
11 Demonstration With Processing	12 Conferencing Within the Demonstration	11 Demonstration With Processing
10 Trainee becomes Trainer	11 Demonstration With Processing	10 Trainee Becomes Trainer
9 Group Processing	9 Group Processing	4 Tutoring
8 Teacher Reflect/Inquiry/ Action Research	7 Video Tapes	3 Refresher Presentation
7 Video Tapes	8 Teacher Reflect/Inquiry/ Action Research	2 Additional Resources
6 Ask the Students	6 Ask the Students	7 Video Tapes (existing equipment)
5 Paper Trails	5 Paper Trails	9 Group Processing
4 Tutoring	4 Tutoring	8 Teacher Reflect/Inquiry/ Action Research
3 Refresher Presentation	3 Refresher Presentation	5 Paper Trails
2 Additional Resources	2 Additional Resources	6 Ask the Students
1 No Follow-Up	1 No Follow-Up	1 No Follow-Up
COGNITIVELY SIMPLE	**LOW PERSONAL/ PROFESSIONAL RISK**	**RESOURCE LIGHT**

Figure 4. Decision Making Model for Staff Development Follow-Up

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Appendix B

Review Letters and Questionaire

January 30, 1991

Professional Development Task Force
Middle Cities Education Association
517 Erickson Hall - MSU
East Lansing, Michigan 48824

Dear Professional Developer:

I have a favor to ask.

As a part of the requirements of the Specialist Degree in Educational Leadership at Eastern Michigan University, I am working to construct a decision making model with regard to the use of follow-up activities in the staff development process. This research project is designed to assist staff developers in the identification and selection of activities which will facilitate the transfer of knowledge and skills from a training setting to regular classroom practice.

At this point in the process, it is essential that I seek feedback from other staff development practitioners to ensure a quality product that will have some long-run use in the field.

On Wednesday, February 6, the Professional Development Task Force will have their regular meeting at 9:30 at the Kellogg Center in East Lansing. The discussion will focus on coaching and other follow-up activities. If you are able to attend, you may want to review this paper in advance. If you are unable to attend, I would appreciate you responses to the enclosed questions by phone or mail.

If you have questions, I can be reached at (313) 482-9480. Thank you for your time.

Sincerely,

Jerry Fouchey, Middle Cities
Professional Development Task Force
February 11, 1991

Ms. Judith White
32500 Shiawasse
Farmington, MI. 48024

Dear Judy:

I have a favor to ask.

As a part of the requirements of the Specialist Degree in Educational Leadership at Eastern Michigan University, I am working to construct a decision making model with regard to the use of follow-up activities in the staff development process. This research project is designed to assist staff developers in the identification and selection of activities which will facilitate the transfer of knowledge and skills from a training setting to regular classroom practice.

At this point in the process, it is essential that I seek feedback from other staff development practitioners to ensure a quality product that will have some long-run use in the field. If you would please take the opportunity to review it, I would appreciate your responses to the enclosed questions by phone or mail.

If you have questions, I can be reached at (313) 482-9480 or (313) 665-9745. Thank you for your time.

Sincerely,

Jerry Fouchey

THE ROLE OF FOLLOW-UP
IN EFFECTIVE STAFF DEVELOPMENT:
A DECISION MAKING MODEL

Your responses to the following will be most helpful.

1. As you review the Contextual Variables delineated in the model, can you generate other variables of staff development that should be considered? If so, what are they, and how should they be approached?

2. As you review the seven categories of purpose for staff development, do you find the list inclusive and comprehensive, or are there other purposes that should be considered?

3. As you review the Strategies for Follow-Up delineated in the model, do you find the list inclusive and comprehensive, or are there other strategies that should be considered?

4. As you review the Continua of Strategies for Follow-Up (Figures I, II, & III), do you find the arrangements useful tools for organization? Why? or Why not?

5. As you review the diagram of the entire model (Figure IV), do you find the Strategy Range identified for each contextual variable realistic? Why? or Why not? How might you change the strategy range for the contextual variables?

6. Any other comments or suggestions will be welcomed and appreciated. Thank you for your time.

Please return to: Jerry Fouchey, 210 W. Cross St., Ypsilanti, MI. 48197

Appendix C

List of Staff Developers Who Reviewed the Model

Lynn A. Benore, Director Staff Development
Middle Cities Education Association
East Lansing, Michigan

Ron Valutis, Former Director
Kellogg Secondary School Improvement Project
Middle Cities Education Association
East Lansing, Michigan

CaSandra Johnson
Department of Teacher Education - EMU
Ypsilanti, Michigan

Barbara Johnson
Staff Development - School Improvement
Flint Community Schools
Flint, Michigan

Dr. Ernest Stachowski
Staff Development Consultant
California

Pat Wilson-O'Leary
Educational Excellence
Kalamazoo, Michigan

Sally Stavros, Director
Department of Curriculum & Instruction
School District of Ypsilanti
Ypsilanti, Michigan

Dr. Georgea Sparks-Langer
Department of Teacher Education - EMU
Ypsilanti, Michigan

Richard Lewandowski, Curriculum Resource Teacher
Department of Curriculum & Instruction
School District of Ypsilanti
Ypsilanti, Michigan

Judith G. White, Assistant Superintendant
Farmington Public Schools
Farmington, Michigan

Michael Galinis, Director
M.S.T.Q Curriculum Development Project
Regional Career Technical Center
Ypsilanti, Michigan

Dr. Michelle Maksemovicz
Central Michigan University
Mt. Pleasant, Michigan

Francine Edwards, Staff Development
Beecher Community Schools
Flint, Michigan

Dr. Lochie Overby, Staff Development
Saginaw Public Schools
Saginaw, Michigan

Darryl Clay, Staff Development
Kalamazoo Public Schools
Kalamazoo, Michigan

Sara Thompson, Staff Development
Jackson Public Schools
Jackson, Michigan

John Harbarts, Staff Development
Grand Rapids Public Schools
Grand Rapids, Michigan

Appendix D

Sample Action Plan

ACTION PLAN

Name: _____

I. Three Cooperative Strategies I will use by the next time we meet are:

1. _____
2. _____
3. _____

II. My goal is to use the 5 - Step Cooperative Group Lesson at least _____ times a week with _____ (class/hour).

The social skill(s) I will assign are: _____ .

III. I will ask my learning buddie(s) to check with me by _____ (date) to support and encourage me as I work towards my goal.

IV. I will keep a LOG of these activities to discuss next time we meet:

Date	Content Objective & Coop Strategy	Positive Inter	Individual Account	Social Skill	Liked or Disliked	Goal

Please bring this sheet to the next session of Cooperative Learning

Adapted from Pat Wilson O'Leary, Educational Excellence, 7703 Primrose Lane, Kalamazoo, MI 49002

Appendix E

Sample Follow-Up Plan

Cooperative Learning
Follow-Up Plan

Name: _____ **School:** _____

Work Phone: _____ **Home Phone:** _____

The best time to schedule follow-up for the Cooperative Learning Training is:

___ During the school day at _____

___ After school at _____

___Other _____

The type of follow-up that will most suit my needs is:

___ Meet with me and interested others to have further discussion of the use of Cooperative Learning with my students (my Action Plan) and look at additional strategies/resources.

___ I'll arrange to be video taped while conducting a cooperative lesson and I want you to discuss the lesson with me later.

___ Come to my classroom and demonstrate a Cooperative Lesson so I can see what it looks like and then I'll teach one for us to discuss.

___ Visit my classroom and observe me teaching a Cooperative Lesson and provide me with useful feedback.

___ Help me develop a coaching relationship with a peer who can help me implement these strategies.

___ Other _____

_____

_____

VITA

Gerald S. Fouchey, Jr.

PERSONAL INFORMATION

Born in Detroit, March 2, 1950
Married to Lynn Ann Hankins
Children: Daniel Hankins Fouchey (9)
Home Address: 1018 Pomona, Ann Arbor, Michigan 48103
Telephone Number: (313) 665-9745
Business Address: 517 Erickson Hall, MSU, East Lansing, Michigan 48824-1034
Telephone Number: (517) 355-1720

EDUCATIONAL BACKGROUND

1972 - Bachelor of Science, Eastern Michigan University
1982 - Master of Arts, Eastern Michigan University
1972 - Michigan Secondary Provisional Certificate
1981 - Middle School Endorsement for Certificate
1982 - Guidance and Counseling Endorsement for 30 hour Continuing Certificate
1990 - School Business Officer and Secondary Administrator Certificate

WORK EXPERIENCE

6/90 - Present	Director, Kellogg Secondary School Improvement Project, Middle Cities Education Association, East Lansing, MI
9/86 - 6/91	Curriculum Resource Teacher, Department of Curriculum and Instruction, Ypsilanti Public Schools, Ypsilanti, MI
3/87 - 3/88	President, Serenity House of Ypsilanti, Inc., Ypsilanti, MI
9/83 - 6/86	Counselor, East Middle School, Ypsilanti Public Schools, Ypsilanti, MI
9/80 - 9/82	Facilitator, National Endowment for the Humanities Funded, Ypsilanti Community History Project, Ypsilanti Public Schools, Ypsilanti, MI
9/76 - 6/80	Teacher, Youth Minister, and Religious Education Coordinator St. Ursula's Roman Catholic Church, Ypsilanti, MI
1/75 - 9/80 9/82 - 6/83	Teacher of 7th and 8th grade social studies, language arts and broadcast arts. East Middle School, Ypsilanti Public Schools, Ypsilanti, MI

AFFILIATIONS

Member, Association for Supervision and Curriculum Development
Member, EMU Chapter, Phi Delta Kappa
Member, Michigan Association of Secondary School Principals
Member, Middle Cities Professional Development Task Force
Member, Partnerships in Education Advisory Committee
Member, Women In Leadership Network

HONORS

Nominated for National Dean's List, 1990 and 1991